



THE NORTHWESTERN UNIVERSITY

# Reviewing Stand

EVANSTON, ILLINOIS

## Illinois U Library

### What Should the University Stand For?

A radio discussion over WGN and the Mutual Broadcasting System  
in recognition of the Northwestern University Centennial

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President, Northwestern University

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President of the Board of Trustees, Northwestern University

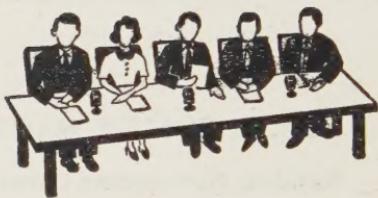
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Vice-President and Dean of Faculties, Northwestern University

Moderator: JAMES H. McBURNEY

Dean, The School of Speech, Northwestern University

Broadcast continuously since 1934 by Northwestern University



THE REVIEWING STAND is a weekly radio forum presented by Northwestern University. The program was first broadcast by Station WGN, Chicago, October 14, 1934. It has been on the air continuously since that time, originating in the WGN studios, and, since 1935, carried by stations of the Mutual Broadcasting System. THE REVIEWING STAND presents members of the Northwestern University faculty and distinguished guests from business, government, education, and the press in round table discussions of contemporary problems—the questions that are in the news. The program is under the direction of James H. McBurney, Dean of the School of Speech, Northwestern University, and Miss Myrtle Stahl, Director of Educational Programs, WGN, Chicago.

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# What Should The University Stand For?

ANNOUNCER: Northwestern University in cooperation with the Mutual Broadcasting System, presents—The Reviewing Stand.

Today is the 100th anniversary of the founding of Northwestern University. Mutual and WGN welcome this opportunity to salute the University on its 100th birthday. The Reviewing Stand has provided a weekly radio platform for the University and its distinguished guests for many years—almost two decades. We hope these forums have enabled the University to extend its influence in ways that contribute to better understanding of the many problems discussed.

Now, our moderator, James H. McBurney, Dean of the School of Speech, Northwestern University, will announce today's subject and introduce our speakers.

## A Public Service

MR. MCBURNEY: First, may I say on behalf of the University, that we regard the Reviewing Stand as an important project in public service. We hope this fine collaboration with WGN and Mutual will continue for many years to come.

Today, for the first time on the Reviewing Stand, we should like to discuss our own University. This year is our 100th anniversary. We hope our listeners will understand and share the pride which is ours on this occasion.

We ask the question: *What Should the University Stand For?* To discuss this question we present Dr. J. Roscoe Miller, President of the University; Kenneth F. Burgess, President of the Board of Trustees; and Payson S. Wild, Jr., Vice-President and Dean of Faculties.

Dr. Miller, what would you like to see the University stand for in the educational world? What position should we seek, what place in American education?

## A Sound Education

DR. MILLER: Northwestern University has tried to offer a sound education to worthy students, young and old, throughout the past century. More than a quarter of a million have come under our tutelage, and there are 73,500 living alumni scattered around the earth. It is our aim that we should continue to offer a sound, liberal education to our undergraduates, ever broaden the program of research in graduate and professional training, and to make further contributions to our community by means of our clinics, public forums and institutes, remembering always, of course, the golden thread of religion which has been woven into our fabric.

MR. MCBURNEY: Mr. Burgess, what do you think the University ought to stand for in the social and economic life of the nation?

MR. BURGESS: That requires some discussion of our history. Northwestern University was founded by a small group of young men. All but one of them were still in their thirties. They had a definitely religious background, and they believed in maintaining the integrity of the home. They wanted to locate the University in a thoroughly wholesome atmosphere so that the students could get both learning and culture in surroundings that would develop the best type of citizen. So these men bought some farm land twelve miles north of Chicago and set about to create a city of homes in

which the new University should be located.

We have tried to carry forward those ideas throughout these later years, and to keep the student body in healthy surroundings—healthy mentally, morally, physically and spiritually.

### **Preparation for Future**

Northwestern University has been a coeducational institution since 1869—one of the best, we think, in the United States. There is the highest degree of mutual respect between the men and women on the campus, and we believe that they are getting their education in circumstances that prepare them for the world in which they will live.

So much for the social aspects and responsibilities of Northwestern. On the economic side, we have tried to attract students from all walks of life. We provide a large number of scholarships for men and women of capacity who need them. The endowment income of the University also helps to defray the students' expenses. For each and every student \$325 a year of endowment income is used to help run the University. In other words, without that endowment income, each student would have to pay that much more in tuition every year. That is a part of our contribution to the economic welfare of the next generation of Americans.

**MR. McBURNEY:** What should we stand for in teaching and research, Dean Wild?

**DEAN WILD:** A university is as great as its faculty, and at Northwestern we give top priority to the quality and the interests of the faculty. With other universities we share the tradition of academic freedom. Now, that is a much abused expression these days, but we mean by that phrase that our professors and staff are free, completely free, to explore new ideas, to teach and to pursue investigations without interference from any source. We wouldn't and couldn't have a university unless our faculty members

were assured that their status and advancement depended upon their own intellectual and academic qualifications. We aim, therefore, to have outstanding teachers and scholars who are leaders both in the classroom and in their research activities.

### **'Faith and Courage'**

**MR. McBURNEY:** We are addressing ourselves to the question, "What should the University stand for?" President Miller, may I say this on my own?

It seems to me that we ought to stand for the American way of life, for the social and economic institutions which make us strong. I think we should be constructively critical, as a university, but firm in our commitment to basic democratic values; and I think to be these things we must give our students understanding of man's cultural heritage, as you men have said, the capacity to deal with personal and social problems reflectively and creatively, and the faith and the courage to carry on when the going gets rough—and it's getting rough, gentlemen.

I think Northwestern should be the kind of school where fathers and mothers in the big cities and the little towns and villages and the farms can send their sons and daughters, with the knowledge that individual differences will be respected, that the faiths and aspirations of home and school will be made richer through better understanding, and the finest kind of opportunity will be provided to develop good taste and good sense.

**DR. MILLER:** I think that is a very fine statement. I agree with everything you say.

**MR. McBURNEY:** Before we discuss these objectives we have been outlining here, I think on this day, of all days, we ought to take special note that the charter of our University was approved by the State of Illinois on January 28, 1851, one hundred years ago.

Dr. Miller, who proposed this char-

ter, and what were the purposes of these men?

DR. MILLER: The charter was proposed by nine young men. Incidentally, it is of interest to note that not one of them had ever gone to college himself. There was one physician, John Evans, for whom the city of Evanston is named, two businessmen, three lawyers and three clergymen. It was their purpose, as they put it, to found a university of the highest order, free from political domination, and to provide the students, the young people of this great Northwest Territory, with a sound, liberal education. They felt it was their Christian duty, actually.

### Northwest Territory

MR. McBURNEY: What was the status of higher education in the Northwest Territory back there in 1851, Mr. Burgess?

MR. BURGESS: That was the period in which some of the great state universities of the Middle West were being organized. Three years before Northwestern was organized, the University of Wisconsin was started, in 1847; ten years before that, the University of Indiana; the year before that, the University of Michigan. The movement for the building of these state universities was more or less contemporaneous with the setting up of government in the states carved out of the old Northwest Territory.

DEAN WILD: Was all that before we had a state university in Illinois?

MR. BURGESS: Oh, yes. The University of Illinois was not organized until 1867, and it was known at first as the Illinois Industrial University. It did not receive its present name until 1885.

MR. McBURNEY: Now, what was this Northwest Territory like back there in '51?

DR. MILLER: Well, it was quite primitive. It was a frontier, actually. There were 29,000 people in the city of Chicago. It was a thriving community, but education in this great Northwest was pretty much undeveloped. There

were a few scattered colleges, and, as Mr. Burgess has said, some state universities had been established, but education was lagging, and therefore these nine men showed great vision in establishing a university at that time.

MR. McBURNEY: And they had in view the great Northwest Territory, from which the name of our University is derived.

DR. MILLER: That is correct.

MR. McBURNEY: What were the essential commitments of the University under this charter, Mr. Burgess?

MR. BURGESS: Those have to be discussed in the light of the differences between Northwestern and some of the state universities.

The state universities were supported by state tax money, their trustees were selected by the Governor or the Legislature, and they provided either free or nominal tuition to students who were living within the state. In other words, they preferred residents of the state rather than non-residents.

Northwestern was chartered to conduct a university of the highest order in the environs of Chicago and to grant degrees to its graduates. It was permitted to own up to two thousand acres of land.

### Freedom of Religion

In spite of the fact—as Dr. Miller has said—that the founders were deeply religious, the charter provided that there should be no particular religious faith required of students of the University.

The charter also provided that no liquor should be sold within four miles of the University. That was the only provision, by the way, which the Legislature reserved the right to change, and it has been modified somewhat since, but there still is no liquor sold in Evanston.

DR. MILLER: That is a very fortunate provision, too, because it gives us an environment for developing a university that I think is unique. Evanston,

as you know, is a community of churches, and for that we are very grateful.

MR. McBURNEY: You men have referred several times here to the University's status as a privately endowed institution. How has that status affected our program and development? What do you regard as the distinctive functions of a privately endowed university such as ours, Dr. Miller?

DR. MILLER: Some of them have been touched upon already. We are an institution free of political domination. We can promote research ideas, some of them unpopular. We can explore new areas, and experiment in teaching. We can open up new avenues of learning as we see fit. We adopt new things, usually on the basis of experience of the past, and we don't follow any whims or fancies or politicalencies.

I might add, also, that we conserve our assets, and make each of our dollars do a dollar's work where we think it should.

### **Freedom from Pressure**

DEAN WILD: I think the best point about private institutions like Northwestern is that we are not subject to outside pressures.

Specifically, I think the record shows over the years that privately endowed institutions have led the way in many respects. This is not to say that the state universities and other public institutions, also, do not make a contribution to the American educational scene. We need them both. But, as one looks back over what has been done, one can see, for example, that private institutions have pioneered in the realm now known as general education. They have experimented in types of liberal education programs which are given to students before graduate or professional work.

The growth of individualized instruction, and tutorial or preceptorial systems, I think, comes largely from private institutions. Then there has also been experimentation at the graduate level with newer types of pro-

grams, broader than has been traditionally the case in the past.

I could go on and on about this, but those are just samples.

MR. McBURNEY: How do you see the future of these privately endowed institutions, Mr. Burgess?

MR. BURGESS: Theoretically, it might be said that it would be harder to raise money for these institutions now than it was formerly, but practically that is not so. I remember some twenty years ago when some distinguished educators thought that the day of the endowed university was over, and that no one would have money to give to education in the future. Events have proved that this belief was entirely wrong. There has been more money given for higher education in the past twenty years than in any previous period of like time.

### **'Increased Support'**

DR. MILLER: Don't you think the attacks on the freedom and dignity of the individual which have been taking place in the last twenty years have probably had something to do with that? They actually have increased support for the Church and higher education.

MR. BURGESS: I think that is definitely so. I think more people are today interested in preserving academic freedom and liberal education, unhampered by political control, than there were formerly. We have more financial contributors—perhaps in relatively smaller amounts—and I think that as long as we preserve the basic idea of freedom in this country (and we certainly all believe that we will preserve it), we will be able to get the funds necessary to carry on our work.

MR. McBURNEY: You are saying, in substance, Mr. Burgess, that there is a continuing demand for the kind of education we offer?

MR. BURGESS: Yes, indeed.

Mr. Wild, it's true, isn't it, that we have much more demand for the

use of our facilities than we have facilities?

DEAN WILD: Oh, yes, especially in the last few years. We have had more applications for enrollment in most fields than could possibly be handled. We have had to be highly selective. The future is more uncertain, but there is no doubt about the demand up to this point.

MR. McBURNEY: Let's talk a bit more specifically, Dean Wild, about the educational objectives of our University. How would you state those objectives? That is a tough question to answer, I know, but I would be glad to have you tackle it.

### Balanced Program

DEAN WILD: I like to think that our educational objective at Northwestern is that of presenting the highest type of balanced program, one in which the needs of undergraduates, graduates and professional students receive equal attention. We regard ourselves as neither primarily undergraduate nor primarily graduate, but wish to present a rounded offering in which college training for the bachelor's degree is given within a university framework of graduate and professional schools.

We want our undergraduates to acquire a liberal education, one in which the values which are an integral part of our civilization and tradition receive heavy stress, and in which the mind is freed of prejudice. We also want our advanced students in graduate and professional work to become experts and specialists without losing sight of problems and relationships which lie outside the range of their immediate interests.

MR. McBURNEY: You emphasize this balance between graduate and undergraduate instruction. What kind of a faculty does that program require?

DEAN WILD: That requires a faculty that can teach at both levels, both the graduate and the undergraduate level.

MR. McBURNEY: Doesn't that place pretty heavy demands on the faculty?

DEAN WILD: That is what is expected of a good faculty; they should be able to do it, and they do.

### Importance of Research

DR. MILLER: I think Dean Wild makes a good point there. As a matter of fact, a faculty isn't worth very much unless they do some research, some graduate teaching, to push back the frontiers of knowledge just a little bit more than they were. It is very important to us that our faculty engage in research.

MR. BURGESS: Before Mr. Murphy decided to give Northwestern some thirty million dollars a few years ago to build a Technological Institute, didn't he investigate very carefully into the whole general educational program at Northwestern?

DR. MILLER: That is right.

It is an interesting fact, I might add, that Northwestern University during the past hundred years has set a pattern that has been followed by many of the professional schools in this country. Mr. Murphy was one of those who brought the Technological Institute to the University. But in addition to that, our Medical School, our Dental School, your own School of Speech, Dean McBurney, have become an integral part of the University because of the strong liberal arts college which was the nucleus of all of our activity.

MR. McBURNEY: What do you regard as the proper place of vocational or professional education in the University? We have been talking here about the Technological Institute, the Medical School and the Dental School. Dean Wild, how would you answer that?

### Vocational Education

DEAN WILD: I think there has been much misleading argument over this question of vocational education as against professional training. I think all advanced training is really vocational education, and vocational training. I don't think it is at all possible to separate the field in terms of sub-

ject matter, to say that such-and-such a topic is vocational and such-and-such a topic is professional. I think it all depends on how the matter is approached, on how it is taught.

I think you can make almost anything of cultural and academic value if you have an intellectual approach to it, and I think that battle has been a wasted one.

Also, coming back to what we said earlier about teaching and research, there has been a lot of waste talk on that sort of subject. There is no conflict between teaching and research. You can't be a stimulating teacher without doing some research, and every good research professor should do some teaching. They go together.

**DR. MILLER:** I agree with that. I think the transition from the undergraduate to the professional schools is very gradual. They are very well integrated, and the faculties of the professional schools realize that it is necessary for a student to have a pretty well-rounded training in liberal arts before he ever comes up to his professional training. It is all part of one and the same thing.

**DEAN WILD:** We regard the College of Liberal Arts as the heart of the University. All of the schools have to depend on it, to a certain extent.

### Variety of Research

**MR. McBURNEY:** Dean Wild, can you give us some idea of the breadth and scope of the research interests of the University? You have referred to research several times here.

**DEAN WILD:** There are so many research projects that it's rather hard to single out any special ones. Probably best known is the work going on in atomic research, in cancer, or in rheumatic fever.

**MR. McBURNEY:** They are the most dramatic examples.

**DEAN WILD:** They are dramatic examples; but all over, at institutions like Northwestern or any other university these days, there is a wide variety of research activities. For

example, we have significant work going on in our Hearing Clinic with regard to loss of hearing, and research in special new hearing devices. We have a special aerial measurements laboratory in our Technological Institute which goes into the problem of speeds of airplanes, involving higher mathematical problems. In our Humanities section we have research in the teaching of languages, and very notable achievements were made during the last war and during recent years in training people in the foreign languages. We have research in the bases of foreign policy and in social problems such as the psychology of human behavior.

I could go on and on, but I think that is enough to give you some idea of our activities.

**MR. McBURNEY:** Do you think a university such as ours—specifically, Northwestern—is likely to become primarily a research and graduate institution?

**DEAN WILD:** I should certainly hope not. That is what I meant by a balanced program, earlier.

**DR. MILLER:** I think we have already covered that. I think our aim is to keep our educational program balanced, making research and graduate work a part of our whole program, but not dominating it.

**DEAN WILD:** There is no special trend among private institutions generally, in that direction.

**MR. McBURNEY:** How are these objectives that you men have been discussing here related to the community and to community service, Mr. Burgess?

### Service to Community

**MR. BURGESS:** The Trustees certainly hope that everything we do is of service to both the community and to the state, and by "the state," I include the nation.

**DEAN WILD:** I think we can all agree that is the case in everything we do.

**DR. MILLER:** Let us take the case of

certain activities that are easily understood—our medical, dental and legal clinics, for instance. These clinics serve a large segment of the Chicago area population, and the Law Clinic offers counsel to a large number of persons. Our research institutes in such fields as nutrition and rheumatic fever are limiting their activities entirely to solving problems in those areas. Then we have institutes like the Traffic Institute, for example, which trains police officers and traffic officers. These are all a part of our service to the community.

MR. MCBURNEY: An institution attaining the ripe old age of one hundred, I suspect, develops certain distinguishing characteristics or earmarks. I'm wondering what our special earmarks might be?

One collegiate song has it that we are noted for our pretty girls. As Dean of the School of Speech, I would be the last to deny that, but I would like to ask seriously, Mr. Burgess, whether a strong coeducational program for undergraduates might not be one of the special characteristics of Northwestern?

### Importance of Environment

MR. BURGESS: We think it is. That is why we have concentrated so much on making Northwestern a fine place for young men and young women to come and get their education.

DEAN WILD: It is a part of what I meant earlier by a balanced program, too. Naturally, intellectual development is the center of our program, but we do believe that undergraduates have to grow to maturity in a healthy environment. Some outside activities and social life are important features of growing up. As long as they are kept in proper perspective, with education at the center, they represent, we think, a healthy approach to education.

MR. MCBURNEY: When I came to Northwestern fifteen years ago, I thought at that time that one of the characteristics of Northwestern was the strength and distinction of its

professional schools. Do you regard that as a special characteristic of Northwestern, President Miller?

DR. MILLER: I believe so. I am perhaps prejudiced because I attended one of them. I do know that our professional schools are known all over the world. On the other hand, we appreciate that they all lean heavily on the College of Liberal Arts and the undergraduate program on the Evanston campus.

DEAN WILD: The professional schools have maintained their standing, but, as President Miller said, we are emphasizing heavily the College of Liberal Arts, which is the center of our educational programs.

MR. BURGESS: I am glad to know that you felt that way fifteen years ago about our professional schools, because they are fine schools. They have national standing and will continue to have, although I agree with Mr. Wild that the College of Liberal Arts is the heart of the University.

MR. MCBURNEY: These professional schools, as I know the University, are built around the College, and draw heavily on its facilities constantly.

DEAN WILD: The Graduate School, too, is tied to the College of Liberal Arts; it is in the center of this picture, too.

### Importance of Religion

MR. MCBURNEY: You men have made several references—in discussing the founding of the University—to the kind of religious faith that prompted its founders. Do you think, Mr. Burgess, that the maintenance and encouragement of that religious faith continues to be an important factor?

MR. BURGESS: I believe, most definitely, that it does. I think that religion must be a foundation stone of education, as it must also be a foundation stone of our national life.

DR. MILLER: I might mention here that we have a religious center named for John Evans, one of our founders, under the direction of a full-time

University chaplain, and with him are fourteen full- or part-time advisers in the various major religions who take care of our religious activities on the campus. It is an important part of our whole activity.

MR. McBURNEY: And has been, I think, throughout the University's hundred years of growth and development.

We have been talking about the objectives of the University. What does the University need to achieve more fully these objectives we have been discussing, Dean Wild?

DEAN WILD: Well, obviously, we want the highest type of student body, both graduate and undergraduate, which we can obtain, and we want the most distinguished faculty we can possibly have; that is why I said that we placed the faculty at the top of our priority list.

DR. MILLER: I believe the first automatically follows the second. If you have a good faculty, they will attract a good student body.

### Building Needs

MR. BURGESS: I would like to see a university that is not only well staffed but well housed, and we have tried to do that.

DR. MILLER: That is one of our objectives.

DEAN WILD: The staff comes first, and then the housing.

MR. BURGESS: Correct.

MR. McBURNEY: As one of the workers in this University, Mr. Burgess, I wonder how adequate our physical plant is today to the needs of the University?

MR. BURGESS: It will always be inadequate as long as the University is growing, and I hope that it will continue to grow. We are trying to take care of the immediate inadequacies with a drive for funds in connection with our Centennial celebration, and we are having success with that.

MR. McBURNEY: Specifically, what are the Centennial objectives in the way

of buildings and equipment, President Miller?

DR. MILLER: Some parts of our University are very handsomely housed, and we are very proud of these buildings. The Number One need on the Evanston campus, of course, is a new classroom building, a laboratory building to take care of our activities, not only in the College of Liberal Arts, but in the other schools, also. All the schools will share this building in common. Another need of the Evanston Campus is an auditorium. On the Chicago Campus we need adequate facilities for our evening schools, where some 15,000 students a year register for study.

### Evening Study Programs

MR. McBURNEY: Is this evening school program to which you refer a comparatively recent development in the University?

DR. MILLER: It is a development primarily of the past twenty-five years. It is an obligation, a great obligation, of the University that was not foreseen by our founders. They had no way of knowing that some day the University would meet the educational needs of so many people who worked during the day.

MR. McBURNEY: This program represents one of the more important direct contributions of the University to the Chicago area.

DEAN WILD: As a part of the adult educational field, we have been experimenting in non-credit courses, both on the downtown campus and the Evanston campus, with a whole new range of possibilities.

MR. McBURNEY: Thank you, gentlemen.

In conclusion, I know you would wish me to extend greetings to the many alumni and friends of the University who are listening to this discussion all over America. To others who know us less well, we hope this introduction to the University will make our weekly Reviewing Stand discussions a bit more intimate and a bit more meaningful.



## Special Events to Mark Northwestern's Centennial in 1951

One hundred years ago—on January 28, 1851—the Illinois legislature passed an act granting a charter to "The North Western University." The first students gathered for classes a few years later in a frame building along the shores of Lake Michigan north of Chicago.

Despite the disruption of the Civil War, recurring financial panics, the disastrous Chicago fire of 1871, the young university survived and prospered. Gradually professional schools were affiliated and specialized new departments branched out from the original "College of Literature and Science." In 1869 a daring step was taken and women students were admitted.

From its humble beginning of one building, few students and little money, Northwestern has developed into one of the world's great universities. Today it has thirteen schools on two campuses, with land and buildings valued at \$34,000,000. It has 73,500 living alumni and has provided university education to a quarter of a million people. Through the years it has made significant contributions to knowledge through research and benefited thousands through its clinics.

To commemorate this century of achievement, Northwestern will conduct a variety of special events during 1951. The Centennial celebration will include formal ceremonies academic conferences and distinguished musical programs.

Governor Adlai E. Stevenson of Illinois, a Northwestern alumnus, delivered the major address at Founders Day ceremonies which officially opened the year-long celebration on January 28. This convocation was followed by a three-day conference on "Internation-

tional Understanding," the first of six major conferences planned for the year. The conference featured five major lectures by Dr. Reinhold Niebuhr, noted religious philosopher, and George F. Kennan, United States State Department counselor and authority on the Soviet Union.

The second conference, "Science, Technology, and World Resources," will be held February 28-March 2, and will be directed toward the question: "Can Science and Technology Meet the Demands of an Increasing Population on World Resources?" Gordon Dean, chairman of the Atomic Energy Commission, will open the conference with a major address on the role of atomic energy in the world economy, and a group of distinguished scientists and laymen will gather for working sessions on a variety of topics.

Other conferences scheduled for later in the year are "The Arts in Modern Society" on April 16-17; "Problems of An Aging Population" on June 7-8; "Communications" on October 11-12; and "The Individual, Group, and Government in the Modern Economy" on November 14-16.

The Centennial year will also be an occasion for preparing the University for even greater accomplishments in its second century. Funds already have been subscribed for Memorial Hall, an auditorium for indoor sports and convocations, and a campaign is continuing for two other buildings to meet immediate needs—Centennial Hall, a general classroom building for the Evanston campus, and Evening Study Hall, a classroom for the Chicago campus. This campaign also will seek funds for increased endowment, improvement of libraries, and new equipment.

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18. Do We Want the Welfare State?
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22. Can We Control Divorce?
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24. What Does the Extension of Rent Control Mean?
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